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ABSTRACT

This handbook is designed to help counselors meet the career development and counseling needs of limited English-proficient (LEP) students. Addressed in the individual sections of the guide are the following topics: self-awareness and socialization; placement guidelines (the initial interview, student assessment, scheduling and orientation, and follow-up); career development and counseling (career awareness for grades K-6, career exploration in grades 7-9, and career preparation in grades 10-12); and strategies for meeting the needs of LEP students. A bibliography of resources for use in the career education of LEP students concludes the guide. Appended to the handbook are a list of resource persons, role models, and agencies; the text of section 601 of the Civil Rights Act of 1964; a descriptive bibliography of bilingual tests for the secondary level; a sample letter requesting a transcript of a student's records; a list of county career education coordinators in New Jersey; and a list of bilingual instructional materials. (MN)

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MEETING THE CAREER DEVELOPMENT/ COUNSELING GUIDELINE NEEDS OF LIMITED ENGLISH PROFICIENT STUDENTS

Produced by:

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Irving E. Bach, Editor

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CE 035 800

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PREFACE

Our society is undergoing profound social and economic upheavals. In order to meet today's challenges and resolve their implications, educational institutions must adequately equip their students to overcome these critical upheavals. The institutions efforts must be directed at the students' urgent needs for relevant experiences within the school itself as well as preparation for the world beyond. This handbook is designed to secure those relevant experiences for limited English-proficient (LEP) students (individuals who are speakers of languages other than English).

The Handbook is not meant to be a definitive research study in which one guidance method is compared to one or more other methods. Nor is it meant to be a review and synthesis of related studies (some of which are listed in the Bibliography). Its prime purpose is to make guidance personnel more attned (if they aren't already) to the needs of LEP students. It is, essentially, a guidebook, a how-to-do-it book.

It is the intent of the following individuals, who contributed to the development of this handbook, that the information herein will provide some support material to assist guidance personnel to more adequately serve the LEP students. However, it is suggested (perhaps, recommended very highly would better convey the contributors' feelings) that counselors dealing with this ever-increasing population establish closer contact among themselves and freely exchange information regarding solutions to common problems.

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Self-Awareness

And

Socialization

I. SELF-AWARENESS AND SOCIALIZATION

CHAPTER 1

SELF-AWARENESS AND SOCIALIZATION

Foreign-born students (children of immigrant families who shall be referred to as LEP students) often move from a rural to an urban environment, or from an agricultural to an industrial community, where attitudes toward government institutions, social agencies, and the educational system may differ. As counselors, we have a responsibility to assist LEP students who have moved into new environments* in realizing their personal strengths and help them to overcome their weaknesses as they cope with their new or different attitudes. A conscious effort should be made to offer them opportunities which will expose them to a wide variety of positive role models (Appendix A).

The LEP students often have to deal with pressures from their new peer groups that are in conflict with or entirely different from their previous environments. Traumatic situations arise when students realize that they have become the minority and are faced with the anxieties of being considered the outsiders due to misconceptions about cultural and socioeconomic differences, differences in race, nationality, physical appearance, eating habits, economic profile, etc. It would be well to observe, according to The Task Force on Crosscultural Assessment (1980), p.1), that "a language cannot usefully be separated from the cultural context in which it is spoken. Different cultures sometimes share a common language (e.g., Haiti and France, England and the United States). The language barrier also creates feelings of ineptitude and lessening of self-worth. Often students feel they are not capable of succeeding. Acceptable behavior in one setting may be unacceptable in another.

To help the LEP student, the counselor may have to consider any number of problematic situations. Some of the more commonplace problems that the contributors to this handbook have encountered are:

a. of the student:

1. cultural differences.
2. lack of English language skills.
3. socioeconomic difficulties.
4. lack of incentive.
5. little or no vocational and career background.
6. lack of knowledge of programs offered.
7. misunderstanding of career-oriented programs.
8. lack of employment orientation skills.
9. lack of job survival skills.

b. of the home:

1. lack of parent participation in school.
2. lack of supervision.
3. lack of transportation.

c. of the school:

1. incomplete documentation of student's previous academic experiences.
2. lack of flexibility.
3. inappropriate kinds of criteria used for assignments.
4. insufficient monitoring of LEP student's progress.
5. lack of teacher awareness of LEP student's needs.
6. teacher's lack of interest/time devoted to LEP students.
7. emphasis on careers that reflect American culture and not necessarily student's culture.
8. lack of correlation between academic and career education courses.
9. lack of correlation between living and working skills.
10. lack of career-oriented programs.
11. limited curriculum openings.
12. extended waiting period for placement in career-oriented programs.
13. career-oriented programs that start too late in student's life.

In order to facilitate the socialization process (the process of adapting themselves to fit into society or into the social environment) of LEP students, the counselor should attempt to encourage the involvement of the family in school matters. A point should be made to personally invite the family members to school functions in order that they might familiarize themselves with the prevailing behavior, manner of dress, etc., as well as meet faculty members, administrators, and students. The parents' knowledge, gained by these visits, is of great value in helping them give more informed support to their children who are in the midst of adapting to the new environment.

LEP students often begin their adaptation to new situations by rejecting the "old" ways. Communication between school and parents, at this point, is crucial to ensure the students' success. Counselors should seek out parents and students either at home or at community-sponsored functions.

Students should be provided with as many opportunities as possible to successfully experience activities of the school, both social and academic. It is important that students be made aware of the role that athletics, association with various clubs, band, dramatics, etc., play in contributing towards the world beyond school. In some cultures such activities are either nonexistent or do not contribute in any significant measure to the students' future success.

LEP students often hold ethnocentric views that may clash with those of the host culture. Individualized counseling may be successful, in some cases, in helping the student understand these areas of possible conflict. Counseling small groups of carefully selected students, however, may be far more valuable by exposing a wider number of students in dealing with situations of this nature. LEP students will generally require more frequent and immediate reinforcement. Their needs demand

greater attentiveness to readily give them clarification and recognition.

As with most people, LEP students have a strong need to belong, to fit in, to be accepted, and to participate in the mainstream of society. They do not want to stand out because of deficiences or marked differences. While undergoing the process of adaptation and assimilation, they may try out or exhibit behaviors which may be totally inconsistent with those that are considered their own in an effort to find a new identity that will harmoniously integrate with the host culture. Observers will generally comment on the "Americanization of Juan, Ahmed, Lucia, or Julia," and often lament the apparent unnecessary loss of desirable values and traits. On the other hand, some LEP students may become so discouraged and frustrated that they may gradually withdraw into themselves and try to become inconspicuous. Persons dealing with LEP students should familiarize themselves with aspects of these students' cultural backgrounds in order to anticipate and help resolve conflicts that may develop with the host culture. Usually, former LEP students who have successfully made adjustments can be valuable resources. Their expertise can help immeasurable in this regard.

*in becoming informed of their own capabilities.

CHAPTER 2

PLACEMENT GUIDELINES

The chapter on self-awareness and socialization deals extensively with the condition of an LEP student entering a new culture and a new school system. The school counselor will usually be the first person the family will encounter in registering a student at the local school.

The major priority of the counselor is to arrange for a set of learning experiences appropriate to each individual student. In this way, students will experience their own special "community", in terms of resource persons, placements, academics, and learning styles. This chapter deals with techniques for proper placement (in class/program, not employment) of LEP students. It is recommended that counselors use the following guidelines in order to place LEP students where they can achieve their full potential.

THE INITIAL INTERVIEW

Every effort should be made to use the services of an interpreter in order to make the best use of this time. It may be difficult to gather pertinent family information if the family member and interpreter are not available at registration time. Initial interview time is the proper time to collect family background information while establishing rapport with the family members, while sharing information with the family regarding the school environment, and while making appropriate recommendations for parent involvement (Figure 1 - p. 5)

Establishing Rapport

In establishing rapport, a counselor should:

a. be particularly sensitive to relieve the anxieties of the new LEP student's family,
b. seek to become knowledgeable of the family's cultural background.
c. seek to become knowledgeable of student's medical history which may affect educational placement.
d. foster pride in student's own culture:
   1. to avoid feelings of low self-esteem;
   2. to avoid identity crisis; and
   3. to avoid hostility/resentment towards dominant culture which would create a barrier in the educational process.

Sharing Information Regarding School Environment

In sharing information regarding school environment, the counselor should:

a. inform parents of essential changes in the social life of the student and the adjustments that may be necessary, such as variances in diet, religious practices, dating habits, concepts of authority figures, etc.

Placement Guidelines

II. PLACEMENT GUIDELINES

A. INITIAL INTERVIEW

B. STUDENT ASSESSMENT

C. SCHEDULING AND ORIENTATION

D. FOLLOW-UP

FIGURE 1.

SAMPLE PLACEMENT INTERVIEW FORM

1. NAME OF STUDENT_____ AGE_____

2. AMOUNT OF PRIOR SCHOOLING_____ PLACE_____

   DATE SCHOOL RECORDS RECEIVED_____ FROM_____

   ACHIEVEMENT TEST SCORES_____

3. AMOUNT OF ENGLISH SPOKEN/UNDERSTOOD_____

   VERIFIED BY ORAL LANGUAGE TESTS_____ INTERVIEW_____

4. TIME IN THE UNITED STATES (STATESIDE)_____

5. EMOTIONAL FACTORS (IF ANY)_____

6. PAIRED/GROUPED (SAME LANGUAGE) WITH_____

7. SUPPORT SERVICES THAT NEED BE INTEGRATED INTO THE STUDENT'S PROGRAM:

   SPEECH TEACHER_____ TUTOR AIDE_____
   MEDIA SPECIALIST_____ PEER ASSISTANT_____
   _____ _____

8. COMMUNICATION WITH THE HOME: (BRIEFLY DESCRIBE LANGUAGES SPOKEN, FAMILIARITY WITH THE U.S. SCHOOL SYSTEM, FINANCIAL PROFILE, MEDICAL HISTORY, ETC.)_____

   _____

   _____

9. SUGGESTED ACTIONS TO BE TAKEN:_____

   _____

   _____

_____
COUNSELOR DATE

b. explain behavioral and social policies concerning:
   1. attendance ;
   2. disciplinary code;
   3. progress reports (including dates of issue); and
   4. report cards (dates of issue).

c. inform parents and student of their legal rights under Section 601, Civil Rights Act of 1964 (Appendix B-p. 23)

d. inform parents and students of the following available programs and services:

   1. Counseling, Child Study Team assistance.
   2. Vocational programs in local/county schools.
   3. Remedial programs for persons needing special academic aid.
   4. Supplemental services in the community for both parent and student (health care, day care, employment, interpretive tutorial, social activities, etc.).
   5. Bilingual education programs which are designed to enable individuals with limited English-speaking ability to acquire basic skills by using two languages as the medium of instruction. (An integral part of these programs is the teacher of English as a second language.)
   6. English as a Second Language (ESL) - Teaching English to persons whose native language is not English.

Recommendations to Parents

In providing recommendations to the parents, the counselor should:

a. stress the need for, and encourage the provision of, suitable accommodations and adequate time for homework.

b. encourage parents to take an active role in promoting the student's success in school by:
   1. participating in advisory council activities.
   2. attending parent/teacher conferences.
   3. cooperating with staff members voluntarily.
   4. placing emphasis on student's daily attendance.
   5. urging student's participation in extracurricular activities.

c. keeping in touch with the counselor. (There is a particular need for counselors to initiate positive contact with the parents of LEP students who are often inhibited and reluctant to utilize available services.)

d. explaining that parents and students should feel free to raise questions concerning school policy, teacher methodology, etc., and to seek changes that they feel may be necessary.

STUDENT ASSESSMENT

To promote the student's academic and career development, it is very important to collect all relevant data concerning language proficiency, academic progress, and interests and attitudes. This information is essential in order to successfully individualize the school's resources

to meet the needs of the LEP student. Additional assessment may be necessary if the student is handicapped and/or disadvantaged.

Language Proficiency

To determine language proficiency, a counselor should conduct:

a. an informal oral assessment of student's English proficiency;
b. a comprehensive evaluation of student's first language to determine if additional educational disadvantages exist (Appendix C - p. 24) and
c. any other available method of reliable inquiry.

Academic Progress

To determine academic achievement, the counselor should:

a. review student's academic history (transcripts, test results of achievement, aptitude, psychological, etc.). (The counselor should assist, if necessary, in acquiring these very important documents which often take a great deal of persistence to obtain.)
b. make use of school's academic placement tests in the event that transcripts are not available.

Interests and Attitude Development

To determine interests and attitude development, the counselor should:

a. collect information through various ways to identify particular talents and interests of students (artistic, musical, athletic, dramatic, etc.).
    1. Record of previous participation in extracurricular activities (in and out of school).
    2. Interest surveys.
    3. Informal questionnaires.
b. collect information on other learning experiences which required study and/or discipline.
    1. Work experiences or personal responsibilities.
    2. Hobbies.

Special Assessment of Handicapped and Disadvantaged Students

The counselor should consider the possibility that the student's former educational setting may not have had Child Study Team services available. As a result, special problems may exist which hinder the student's achievement. Particular sensitivity should be applied to detect these problems, especially in areas such as health care and in the identification of learning disabilities.

Experience shows that many LEP students fail because this type of information was not available or special efforts were not made to obtain it. Counselors should screen and refer students, if necessary, to a Child Study Team for further testing and immediate action. In the event that psychological personnel fluent in the language of the LEP students are not available within the school's Child Study Team, provisions

should be made to engage the services of qualified individuals from neighboring school districts or local health facilities.

Special needs students' non-academic subjects should include Art, Music, Industrial Arts, and Home Economics in their individual programs as mandated by the State Department of Education. The counselor should become familiar with the student's Individualized Educational Program (IEP). If mainstreaming is recommended, it should be carried out when scheduling special subject classes.

SCHEDULING AND ORIENTATION

Scheduling

After conducting the initial interview and collecting student assessment data, the counselor is ready to do the actual placement. All the information gathered can be synthesized into an individualized plan. The experienced counselor will take into account the following concerns:

a. Course offerings and requirements of the school.
b. Language proficiency level of the courses, and teachers' instructional methods.
c. Personal characteristics of the LEP student.
    1. Results of assessments
    2. Parent's interview
    3. Academic history
    4. Special needs
    5. Student input
e. Importance of successful and varied experiences.
f. Auxiliary services (supplemental instruction) that are available.

Once strengths and weaknesses are assessed and prioritized, the short-term and long-term goals can be established. Limited objectives, for almost immediate gratification, are critical for LEP students. LEP students have a particular need for initial success to enhance their self-esteem. This success is more likely to occur if the counselor is prepared to place students as "auditors" (without credit), thereby removing the threat of possible failure. If students are successful, they may be awarded the appropriate credit.

Orientation

To promote students' understanding of the individualized educational plans, the counselor should provide copies to the students and inform them of:

a. required courses.
b. the necessary sequence of courses.
c. the value of electives.
d. the purposes of all courses in preparing for life situations.

To promote social and cultural integration, the counselor should encourage participation in:

a. vocational education courses.
b. career education courses.
c. nontraditional courses.
d. work-study programs.
e. extracurricular activities.

To promote teacher-LEP student interaction, the counselor should allow extra time to

a. introduce student to instructors; and
b. explain student's:
    1. academic history.
    2. cultural differences.
    c. special needs, if any.

FOLLOW UP

Whether the LEP students' deficiencies are only related to the English language proficiency or to a combination of causes, they should be evaluated (monitored) periodically.
To successfully evaluate the students' developmental process, the counselor should:

a. allow for flexibility in the original schedule.
b. consult frequently with instructors regarding student progress.
c. exercise discretion in administering standardized tests and, where applicable, make special provision (interpreter, individualized assistance, separate facilities, etc.) for specialized testing.

Career Development And Counseling

III. CAREER DEVELOPMENT AND COUNSELING

A. CAREER AWARENESS(K-6)

B. CAREER EXPLORATION(7-9)

C. CAREER PREPARATION(10-12)

CHAPTER 3

CAREER DEVELOPMENT AND COUNSELING

Career development can be defined as a succession of positions that have a pattern that is, to some extent, predictable and controllable.

Herr (1970) has stated that career development, as an orderly sequence of work leading to higher and higher status positions, was considered in public terms as good and virtuous. He emphasized that:

> Most theories of vocational development and decision-making are based upon limited samples of rather privileged persons...They are addressed to the middle class rather than to those who depart from the classification in either direction. They tend to emphasize continuous, uninterrupted, and progressive aspects of vocational behavior which seem possible in a segment of the population whose limits upon choice are minimal, for whom the resources both psychological and economic are available to facilitate purposeful development, and where a high correspondence between self-concept and career concept is probable. Such criteria does not fit all persons about whom guidance practitioners must be considered. (p.30)

The objective of a career development program for LEP students, therefore, should be to enable LEP students to integrate decision-making skills, life-coping/survival skills in such a way that they can make career decisions that will lead them to college, vocational-technical school, or employment regardless of their social or class-related backgrounds. A career development curriculum should help students:

a. gain knowledge in personal requirements of job success.
b. gain awareness of personal interests and abilities.
c. gain awareness of self-limitations.
d. gain knowledge of educational requirements for job entry and improvement.
e. develop positive work attitudes and habits.
f. gain awareness of contribution of work to the community.
g. develop initiative.
h. develop responsibility for their own actions.
i. gain knowledge about the range and nature of various careers.
j. develop decision-making skills.
k. understand socio-technological changes, and
l. gain knowledge related to politics, economics, and technology.

CAREER AWARENESS (K-6)

The career awareness program at the K to grade 6 level develops a respect in children for the dignity people bring to their work. It encourages children to understand their emerging aptitudes, interests, and abilities and the necessity for good interpersonal relationships. Career awareness adds relevancy to the total curriculum as children learn that skills acquired in the classroom are necessary for full and

successful participation in society. The counselor should be particularly sensitive to the language deficiency of the student.

Objectives of career awareness are:

1. To encourage students to relate effectively with their peers in a new environment.
2. To initiate an awareness of the correlation between education and future career success.
3. To help students with the development of self-understanding and positive self-concepts.
4. To help students understand the world of work.
5. To help students appreciate the dignity of the worker.
6. To assist students with the development of skills for effective decision-making.
7. To expose students to positive career models from within their own ethnic groups in the school and community.
8. To strive to make parents aware of school/community resources.

CAREER EXPLORATION (7-9)

Career exploration at the grades 7 through 9 level is aimed at developing and understanding the wide range of occupational options available. To make an effective entry into an occupation, the relationship of basic studies to occupational preparation, planning, and decision-making is stressed. Through community and school resources, students review the types of careers and begin to develop an awareness in relation to a specific occupation. The goal of the career exploration program is to equip students with the knowledge to make tentative career decisions and to select programs of study for grades 10-12 that reflect their interests and abilities.

Objectives of career exploration are:

1. To explore the contributions of both sexes to the world of work, thus eliminating sex-role stereotyping.
2. To provide experiences that will help develop appropriate responsibilities and positive values.
3. To create situations that will result in successful school experiences.
4. To expose students to experiences that develop trusting relationships for positive role model reinforcement.
5. To further enhance the value of education and the dignity of the worker.
6. To help students explore personal interests, and the relationship of interests to career clusters.
7. To help students focus on strengths.
8. To help students strive to overcome weaknesses.
9. To help students initiate job-seeking skills.
10. To help students practice decision-making skills.

CAREER PREPARATION (GRADES 10-12)

Curriculum developed in grades 10 through 12 is designed to meet the needs of secondary school youth who must make meaningful and somewhat long-lasting career decisions about whether to go to work upon graduation, to continue with their formal education, or to pursue some alternative goals.

Objectives of career preparation are:

1. To provide students with opportunities for indepth exploration and/or training in a selected occupational cluster that leads to initial employment and/or continued education.
2. To provide pre-employment training for persons with special needs.
3. To develop skills and knowledge necessary for entry into an occupation.
4. To provide students with opportunities for work experience, utilizing community resources wherever possible.
5. To establish and maintain a liaison between the individual student and further educational and employment resources.
6. To integrate the world of work with the existing curriculum to enhance the students' motivation and preparation for life.
7. To continue to provide positive role models from various ethnic groups.
8. To emphasize the importance of decision-making skills relative to realistic career choices.

Strategies

IV. STRATEGIES

A. STATEMENT OF PROBLEM

B. CURRENT STATISTICS

C. PURPOSE OF HANDBOOK

CHAPTER 4

STRATEGIES

There are a number of stratagems or techniques, which counselors can use to better serve the LEP students. The contributors to this handbook are suggesting a few that have been tried successfully. Practicing counselors can carry out one or all of these stratagems. Counselors can piggy-back upon a suggestion and modify it or create a new one. (Any counselor who has carried out an innovative, effective, and/or successful way for helping the LEP students is encouraged to tell it, in writing, to any member of the contributors so that it may be considered for inclusion in any future revision of the handbook.)

Following is a list of successful, recommended strategies:

a. Become familiar with community resources that deal with the cultural aspects of the target population and share this knowledge with the teachers (Appendix A - p. 20)

b. Speak to various cultural groups in the community and inform them of the services that are offered in the schools. Assistance for screening LEP students can be secured from:

1. Local civic organizations.
2. Church groups.
3. Chamber of Commerce.
4. Bilingual Department in the school district.
5. Social aid societies (i.e. Cuban-Haitian Aid Center, U.S. Catholic Conference, and other religious relief centers.).
6. Embassies and consulates. (Information on cultural groups may be obtained from these agencies.)
7. Aspira, Inc.
   Essex Co. Office, 87 Halsey St., Newark, NJ 07102
   Hudson Co. Office, 172 Newark Ave., Jersey City, NJ 07302
8. General Services Administration, Washington, DC 20405
9. P.A.C.O., 392 Grove Street, Jersey City, NJ
10. Puerto Rican Congress of New Jersey, 240 West State Street, Trenton, NJ 08608

c. Initiate programs for all LEP students including those for academically gifted and talented students as well as programs for the special needs student. For the gifted and talented students there are:

1. Accelerated classes;
2. Gifted and talented special programs; and
3. Special programs available through industries, such as Bell Laboratories, RCA, and IBM (Appendix A - p. 20)

For the special needs students there are such programs as:

1. Remedial education (State Compensatory Education);

2. New Jersey Rehabilitation Commission Assistance; and
3. Sheltered workshops

d. Provide adequate time for the initial interview in order to become familiar with the student's cultural background and the home situation.

e. Write to the sending school district to request transcripts (Figure 2) if they haven't already been forwarded. (Spanish example can be seen in Appendix D. - p. 49

f. Inform the family of the community services available through the:

1. County Vocational-Technical Schools
2. Division of Youth & Family Services
3. Community Mental Health Centers
4. Board of Health
5. Social Services Department of city/county/state
6. Local hospitals
7. CIVIC ORGANIZATIONS
8. Red Cross
9. Educational Opportunities Agency
10. County Career Education Coordinators (Appendix E).

g. Utilize the services of former LEP students for: (SEE PAGE 15)

FIGURE 2 SAMPLE LETTER REQUESTING TRANSCRIPT OF STUDENT'S RECORDS

(date)

Superintendent of Public Schools
Department of Public Instruction
(City, Town), Puerto Rico (Zip#)

Dear Superintendent:

Use student's full* name, a former student of your school, who was born on date, in place, has registered in our school district. Will you kindly send us the results of the child's standardized tests, scholastic evaluations, health records, and any analysis concerning the child's emotional and social development.

We will greatly appreciate having this information as soon as possible so that we may help the child adjust to a new environment.

Sincerely yours.

Principal

Parents'/Guardian's Authorization

* i.e. Juan Luis Perez (father's name) Gonzales (mother's name)

1. Interpretive purposes.
2. Peer group counseling.
3. Buddy system participation

h. Act as a liaison between the LEP student and staff members.

1. Visit them in their setting (classroom, cafeteria, playground, etc.).
2. Hold frequent conferences to evaluate possible curriculum revision needs.
3. Provide a non-threatening atmosphere.

i. Devote adequate time to the LEP students until they become acclimated to the new school.

j. Encourage participation in extracurricular activities that would further familiarize students with the American culture.

1. Cheerleading
2. Drama and other clubs
3. Sports
4. Chorus
5. Band

k. Recommend enrollment in social studies courses relating to the student's heritage (if available).

1. Portugese history.
2. Hispanic studies.
3. Oriental traditions.

l. Modify, adapt, or supplement the existing courses when appropriate courses cannot be designed to meet the needs of the LEP students due to low enrollment.

m. Provide field trips to vocational schools to familiarize students with opportunities available to them.

n. Help develop a working relationship between academic teachers and vocational teachers dealing with the LEP student through:

1. inservice workshops.
2. tours of the county vocational-technical schools.
3. distribution of information acquired in placement questionnaire to all professionals that come in contact with students, such as vocational teachers, principals, nurses, child study team members, placement office personnel, etc.
4. conferences conducted between academic and vocational teachers.

o. Familiarize the students with the apprenticeship programs available through:

1. New Jersey Job Service Offices.
2. School-to-Work Linkage Project.
3. Comprehensive Education and Training Act (CETA).

p. Seek ways to get cooperation from industry or local business as in providing work experience for eligible students through:

1. career day involvement.
2. involvement of guest speakers.
3. Junior Achievement activities.

q. Visit students in their working environment and monitor the progress with the job-site supervisor in order to:

1. help the student understand the importance of work
2. help the student understand the importance of staying employed.

r. Provide field trips to colleges for the LEP students to familiarize them with the available programs designed specifically for them.

s. Create incentives for achievement through:

1. field trips.
2. awards.
3. scholarships.
4. speakers that serve as career role models (preferably from the same ethnic background). (Appendix A - p. 20)

t. Familiarize students with special programs available through industry and education institutions (Appendix A - p. 20)

u. Inform administrators and school board members of the need for such activities as:

1. workshops, concerned with welfare of LEP students, arranged through the State Board of Education and through the School Administrators' Association.

2. programs for counselors to learn how to assess language proficiency.

v. Encourage the local school board to create incentives for those teachers who devote extra time to dealing specifically with the LEP students through:

1. time off to attend state and national workshops and conferences. (Each Educational Improvement Center (EIC) of New Jersey (Appendix A - p. 20) conducts many relevant workshops during the year. All counselors are urged to have their names placed on EIC mailing lists so that they may be made aware of scheduled workshops.)

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APPENDIX A

RESOURCE PERSONS/ROLE MODELS AND AGENCIES

Resource Persons/Role Models

Aspira, Inc. of New Jersey
(Essex County Office) 87 Halsey St., Newark, NJ 07102 (201-642-8080)
(Hudson County Office) 172 Newark Ave., Jersey City, NJ 07302
Diana Arocho. . . . Health Careers Counselor
Ibis Castro . . . . Education Counselor
Betty Gerena. . . . Health Careers Specialist
Eleuterio Maldonado Educational Counselor
John Melendez . . . Health Careers Counselor
Maria Rivera. . . . Health Careers Counselor
Miguel Rivera . . . Educational Counselor
Myrna Torres. . . . Vocational Careers Specialist
Angel Valentin. . . Community Organizer
Edgardo Vasquez . . Education Counselor

Bell Laboratories
Holmdel, NJ 07733
Catalina Ramos

Center for Occupational Experimentation and Demonstration (COED)
233 Broadway, Newark, NJ 07104 (201-648-4583)
Gladys Parker and Sobeida Roan, Directors of Instructional Programs

College of Medicine & Dentistry of New Jersey
Building 5, Room 501, 100 Bergen St., Newark, NJ 07103 (201-456-4855)
Mariano Vega, Jr., Recruiter Counselor, Equal Employment Opportunity/Affirmative Action Office.

EBASCO Services, Inc.
Two World Trade Center, New York, NY 10048 (212-785-5130)
Angel Rivera, Project Engineer, Process Industrial Division

Educational Testing Service
Princeton, NJ 08540
Maria Mercado, Program Administrator, Office of Minority Education

Intercultural Relations & Ethnic Studies Graduate School of Education, Rutgers University, 10 Seminary Place, New Brunswick, NJ 08903
Dr. Eliane Concon, Director (201-932-7492)

Livingston College, Rutgers University
New Brunswick, NJ 08903
Hilda A. Hidalgo, Assistant Professor, Urban Studies & Community Development

New Jersey State Department of Education
Divison of Vocational Education and Career Preparation
225 West State St., Trenton, NJ 08625
Rosa Magdalena Gelaszus, Coordinator, Limited English Proficiency.

P.A.C.O
32 Grove St., Jersey City, N.J. 07302
Antonio Berrios, Deputy Director

Radio Corporation of America (RCA)
Morristown, N.J. 07960
Ivy Cabrera, Equal Opportunity/Affirmative Action Office

Research for Better Schools, Inc.
444 N. Third St., Philadelphia, PA 19123
Stanford Temkin, Director, Career Preparation Component

Seton Hall University
South Orange, NJ 07079 (201-762-9000
John Roan, Office of Special Services

Agencies

Educational Improvement Centers (EIC) located in New Jersey:
EIC/Central, 3864 U.S. Route 1, Bldg. 1, Princeton, NJ 08540 (609-452-2258)
EIC/Northeast, 2 Babcock Place, West Orange, NJ 07052 (201-731-8400)
EIC/Northwest, 202 Johnson Rd., Bldg. 3, Morris Plains, NJ 07950 (201-539-0331)
EIC/South, 207 Delsea Drive (Route 47), R.D. 4, Box 209,Sewell, NJ 08080 (609-228-6000)

Fullerton Union High School District
Instruction Materials Center, Carson Hall, 1125 E. Truslow St.,
Fullerton, CA 93631

General Services Administration
National Archives & Records Service, National Audiovisual Center,
Washington, D.C. 20409

International Labor Office
666 11th St., NW,Washington, DC 20001

National Alliance of Business 1730 K St., NW, Washington, DC 20006

National Education Association
1201 16th NW, washington, DC 20006

N.J. Occupational/Consumer Resource Center
Bldg.871 - Plainfield Ave.
Edison, NJ 08817
(201-985-7769)

New Jersey State Department of Education
225 W. State St., Trenton, N.J. 08625
Bureau of Comprehensive Employment & Training(609-292-6594)
Bureau of Occupational Programs (609-292-6582)
Bureau of Regulatory Services (609-984-5925)
Bureau of Special Programs (609-292-5822)
Disadvantaged Programs (601-292-5720)
Handicapped Programs (609-292-5720)
Limited English-Speaking Programs (609-292-0534)
Modified Vocational Education Programs (609-292-5720)

University of Wisconsin - Madison
Educationals Instructional Materials Center, 180 Teacher Education Bldg. 225 North Mills St., Madison, WI 53706

APPENDIX B

Civil Rights Act of 1964, P.L. 88-352, July 2, 1964. 78 Stat. 241. Sec. 601. No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Lau et. al. v. Nichols et. al., No. 72-6520. Argued December 10, 1973: decided January 21, 1974.

Decided in 1974, this Supreme Court case involved a class-action suit filed against the San Franciso Unified School District on behalf of 1,800 students of Chinese ancestry who did not speak English. Finding the district in violation of Seciton 601 of the Civil Rights Act of 1964, the Court rules that:

> The failure of...school system to provide English language instruction to approximately 1,800 students... or to provide them with other adequate instruction procedures, denies them a meaningful opportunity to participate in the public educational system.

Although the Court did not specify a remedy, the Office of Civil Rights has established guidelines for school districts to be in compliance with the Lau decision.

APPENDIX C

DESCRIPTIVE BIBLIOGRAPHY OF BILINGUAL TESTS
FOR THE SECONDARY LEVEL

CONTENTS INCLUDE:
Multiple Skills. Writing. Listening & Speaking.
Grammar. Reading. Aptitude Tests. Occupational Interest Surveys.
Tests of General Ability/Intelligence. Self-Concept. Achievement Tests.
Attitudinal Survey. Personality Tests

Prepared by:

Dennis Terdy
Illinois Resource Center
July 1979

BILINGUAL EDUCATION SERVICE CENTER
500 SOUTH DWYER AVENUE
ARLINGTON HEIGHTS, IL 60005

(Permission has been granted by the Bilingual Education Service Center for the inclusion of this bibliography in its entirety.)

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  3. JOB-O.....
  4. California Occupational Preference System.....

D. TESTS OF GENERAL ABILITY/INTELLIGENCE
  1. Inter-American Series.....
  2. Tests of General Ability.....
  3. Short Tests of Educational Ability.....
  4. Wechsler Intelligence Scale for Children.....
  5. Barranquilla Rapid Survey Intelligence Test.....
  6. Culture Fair Intelligence Test.....

E. SELF-CONCEPT
   1. Self-Esteem Inventory.....

F. ACHIEVEMENT TESTS
   1. California Achievement Tests.....
   2. Comprehensive Test of Basic Skills.....
   3. Bilingual Science Tests: Dr. C. Sanuinetti.....
   4. New York State Mathematics Test: Spanish Langugage Editions.....
   5. Pruebas de Puerto Rico.....
   6. MLA - Cooperative Foreign Language Tests: Modern Language Association of America.....

G. ATTITUDINAL SURVEY
   1. Survey of Study Habits and Attitudes.....

H PERSONALITY TESTS
   1. Junior Eysenck Personality Inventory.....

SOURCES:

*Nancy Dew, BESC, Indiana OSPI Conference on Assessment 1979
*Joanna Escobar, Statewide ESL/AE Service Center
*Psychological Corporation, New York, NY
*Flora Rodriquez-Brown, University of Illinois, Circle Campus, Chicago, IL
*Tests in Spanish and Other Languages, Hunter College, New York, NY

A. ENGLISH AS A SECOND LANGUAGE PROFICIENCY TESTS

MULTIPLE SKILLS - Listening, Speaking, Reading or Writing)

1. Language Assessment Scales.

Grade Range:	Ed de Avila Level II, 6-12
Can be Administered to:	Individuals
Time for Administration:	15-20 minutes
Language:	Spanish and English
Source:	DeAvila, Duncan and Associates P.O. Box 770 Larkspur, CA 94939 (415) 525-1844

The LAS, both in Spanish and in English, measures phoneme production, ability to distinguish minimal sound pairs, oral lexical production, aural syntax (sentence comprehension, oral syntax production, and ability to use language for pragmatic ends. A writing component is an additional component to level II only. The LAS gives an overall picture of the student's linguistic ability by separately assessing the component parts of the language system.

The test supplement provides games and activities which could be used to help the student learn specific behaviors in areas in which the student is weak according to the test results.

2. Language Assessment Battery (LAB) Board of Education of New York City.

Grade Range:	Level III, 7-12
Can be Administered to:	Level III has a total of 92 items. Tests 1, 2, and 3 are group administered and Test 4 is individually administered.
Time for Administration:	Test 1, approx. 8 min. Test 2, approx. 20 min. Test 3, approx. 8 min. Test 4, approx. 5 min.
Languages:	Spanish and English
Source:	Houghton Mifflin Co. Geneva, IL

The Language Assessment Battery (LAB is designed to assess reading, writing, listening comprehension and speaking in English and Spanish of children in Kindergarten through grade 12 (K-12). The areas included in LAB are defined as follows:

1) Reading - the recognition of morphological and syntatical structures and comprehension of English and Spanish in graphic form.

2) Writing - the recognition of the grammatical signals of the language in graphic form.

3. Comprehensive English Language Test (CELT) D.P. Harris and L.A. Palmer

Grade Range:	High School-Adults
Can be Administered to:	Groups
Time for Administration:	About 2 hours
Language:	English
Source:	Mc-Graw-Hill International Book Co. 330 West 42nd Street New York, NY 10036

Designed to assess the English language proficiency of non-native speakers, the Comprehensive English Language Test (CELT) provides a series of easy-to-administer tests, especially appropriate for immediate and advanced high school, college, and adult English as a second language programs. The CELT consists of three multiple-choice tests: Listening, Structure, and Vocabulary, which may be used separately or as a complete battery. All the CELT tests use a separate answer sheet and a reusable test booklet. Norms and other data are available in a Technical Manual. The Listening Test measures the ability to comprehend short statements, questions, and dialogues as spoken by native speakers of English; it contains 50 items and takes about 40 minutes. The Structure Test has a total of 75 items to be answered in 45 minutes, and measures the ability to manipulate the grammatical structures occurring in spoken English. With a total of 75 items and an administration time of 35 minutes, the Vocabulary Test assess the understanding of the kinds of lexical items which occur in advanced English reading.

4. Michigan Test of English Language Proficiency

Grade Range:	High School-Adult
Can be Administered to:	Groups
Time for Administration:	75 minutes
Language:	English
Source:	English Language Institute 2001 N. University Bldg. University of Michigan Ann Arbor, MI 48109

This test consists of three parts: Grammar, Vocabulary and Reading Comprehension. It can be used diagnostically for placement, or as a post-test to see how much the student has learned. The test consists of 100 items: 40 in the grammar section, 40 in the vocabulary and 20 in reading comprehension.

It is totally non-verbal. The test may be best suited for intermediate and advanced students.

A. ENGLISH AS A SECOND LANGUAGE PROFICIENCY TESTS

5. Orientation in American English Placement Tests.
Marjorie Frank (1974)

Grade Range:	7-adult
Can be Administered to:	Individuals (Oral) Groups (Written)
Time for Administration:	Varied
Language:	English
Source:	Institute of Modern Languages, Inc. 2622 Pittman Drive Silver Springs, MD 20910

This test was designed to place students in one of five levels of the Orientations in American English Series. The questions and structures tested correspond to the various levels of the texts with the series.

The Aural/Oral Test consists of two parts. In each the student is asked to answer questions in complete sentences. The sentences are evaluated and scored similar to the following written exam. The Written Test administered to groups consists of three parts. In Part I students are orally asked 7 questions to which they write responses. Part II uses illustrations with accompanying written questions to which the student must also write answers. Part III is a reading section which consists of a brief passage and 4 or 5 follow-up comprehension questions to to which the students must write answers.

The final rating system suggested by the testing manual places students in one of five levels.

A. ENGLISH AS A SECOND LANGUAGE PROFICIENCY TESTS

WRITING

1. Test of Ability to Subordinate. David M. Davidson

Grade Range:	High School-Adult
Can be Administered to:	Groups
Time for Administration:	35 minutes
Language:	
Source:	LINC Publications 2112 Broadway Room 515 New York, NY 10012

This Writing Test is appropriate for students at the intermediate and advanced levels. It is an easily scoreable objective test measuring students' abilities to manipulate particular grammatical structures of subordination among these being participial, gerund, and prepositional phrases and noun, adverbial and relative clauses.

example: 44. a. We have a doctor. b. We like him very much.
We have a doctor _____ very much.

answer: that/who/who/we like

2. Dictation

Grade Range:	Varied
Can be Administered to:	Groups and Individuals
Time for Administration:	Variable
Language:	English
Source:	Various

Dictation tests as an integrative test measure can be administered in various ways. First of all, selection of the passage should be made from general reading selections either used in the class or from general interest materials. The length of the passage should be sufficient to provide enough information to evaluation to evaluate the student's performance but not too lengthy to become boring and uninteresting to the student.

Suggested administrative procedure of dictation tests from Teaching English as a Second Language Techniques and Procedures by Christina Bratt Paulston and Mary Bruder, 1976, Winthrop Publishers, Cambridge, MA., are as follows:

A) Read the passage at a normal speed while students listen.
B) Repeat the passage in "meaningful mouthfuls" with pauses for students to write. (Paulston and Bruder suggest varying length of pauses depending on students' proficiency levels).
C) When finished with the second reading, reread the entire passage at a normal speed so the students can check their work.

Evaluation can focus on spelling, word omissions, grammatical errors and punctuation errors. The final score can be reported as a general score on perhaps a 1-5 scale or on a scale concerned with the number of possible errors that can be made.

A. ENGLISH AS A SECOND LANGUAGE PROFICIENCY TESTS

LISTENING & SPEAKING

1. Ilyin Oral Interview. Donna Ilyin

Grade Range:	7-Adult
Can be Administered to:	Individuals

Time for Administration: 5-30 minutes
Language: English
Source: Newbury House Publishers
68 Middle Road
Rowley, MA 01969

The Ilyin Oral Interview is designed to test a student's ability to use English orally in response to hearing it in a controlled situation. The interview may be used to place incoming students in an appropriate level English as a Second Language class; to show achievement gains in a pre/post-test performance on tests that require reading or writing skills. The interview consists of 50 items, progressing from simpler to more difficult. Each item is scored for accuracy of information and accuracy of structure, including word order, verb structure and other structures; pronunciation and fluency are not scored.

2. Test of Aural Comprehension. Robert Lado
Grade Range: 7-Audlt
Can be Administered to: Groups
Time for Administration: 40 minutes
Language: English
Source: English Language Institute
University of Michigan
2001 N. University Bldg.
Ann Abor, MI 48109

This objective test consists of 60 items available in three forms. The student hears a passage then sees a picture and selects the correct depiction of the item. Also, the student reads a statement then chooses the appropriate response.

3. Bahia Oral Language Test (BOLT)
Grade Range: 7-12
Can be Administered to: Individuals
Time for Administration: Variable
Language: English
Source: BAHIA, INC.
P.O. Box 9337
No. Berkeley Station
Berkeley, CA 94709

This Oral language test developed and field tested in California, consists of 20 items divided into four levels. The test uses syntactical development or proficiency as the foundation to its rating system . The authors state "The BOLT test is a comprehensive intermediate and secondary English language proficiency test that assesses oral language skills ranging from understanding simple sentence patterns to using complex syntactical forms of the language."

This test kit consists of the test manual, picture booklet, 30 answer sheets and a class record book. Technical report consisting of reliability and validity data is also available.

4. The Original John Test

Grade Range:	7 -Adult
Can be Administered to:	Individuals
Time for Administration:	Variable
Language:	English
Source:	Linc Publications 2112 Broadway - Suite 515 New York, NY 10023

This is an oral language proficiency test. There are two forms of the Original John Test available: short form and long form. The short form consists of two parts. Part I consists of structured questions around accompanying illustrations. Part II consists of open ended discussion questions.

The long form is comprised of three parts: Part I has structured questions from the accompanying illustrations, Part II connected discourse rating pronunciation fluency, vocabulary, and structure and Part III consists of forming questions from answers given by the teacher or test administrator.

5. Bilingual Syntax Measure II

Grade Range:	3-12
Can be Administered to:	Individuals
Time for Administration:	10-15 minutes
Language:	English and Spanish
Source:	TEST Department Harcourt Brace Jovanovich, Inc. 757 Third Avenue New York, NY 10017

The Bilingual Syntax Measure II (BSM) is designed to measure a student's oral proficiency in English and/or Spanish grammatical structures by using natural speech as a basis for making judgments. The BSM encourages students to express their thoughts and opinions freely. The syntactic structures that the students use to express these thoughts are the important indicators for structural proficiency.

The BSM II is designed primarily for students who are 10 years old and older and who are enrolled in classes from grades 3-12. To elicit natural speech, simple questions are used with cartoon-type pictures to provide the framework for a conversation with the child. An analysis of the students speech in answering these questions yields a numerical indicator and a qualitative description of the child's structural language proficiency range from Level 1 where the student neither speaks nor comprehends the

language in which the test is being administered to Level 5 where the student is as proficient as his peers who are native speakers of that language.

The BSM is available in two languages - BSM-E (English) and BSM-S (Spanish). The Picture Booklet contains seven cartoon-type pictures and is used for THE administration of either the BSM-E or the BSM-S. Two Manuals - one in English, one in Spanish - contain directions for administering the tests, scoring procedures, a description of the proficiency levels, and suggestions for instructional uses. There are two response booklets - each contains specific directions to the examiner, the questions that the student is to be asked, and spaces for recording and scoring the student's responses. The supplementary technical material contains the rationale and various types of technical data of interest to researchers.

A. ENGLISH AS A SECOND LANGUAGE PROFICIENCY TESTS

GRAMMAR (DISCRETE POINT)

1. Diagnostic Test for Students of English as a Second Language

Grade Range:	High School-Adult
Can be Administered to:	Groups
Time for Administration:	60 minutes
Language:	English
Source:	McGraw-Hill International Book Co. 1221 Avenue of the Americas New York, NY 10020

This test is designed to assess knowledge of English structure and idiomatic vocabulary through 150 multiple-choice questions. The test can be used to determine whether special instruction is necessary; to place students in classes of different levels of proficiency; or to aid in the preparation of lesson plans. The instruction sheet which accompanies the test booklets and answer sheets contains a short section on scoring and interpretation.

2. Structure Tests - English Language (STEL)

Grade Range:	7-Adult
Can be Administered to:	Groups
Time for Administration:	30 minutes
Language:	English
Source:	Newbury House Publishers 68 Middle Road Rowley, MA 01969

The STEL consists of 6 tests of English structure which can be correlated with the Ilyin Interview tests for placement of students. Two forms each of Beginning, Intermediate and Advanced tests are available.

3. Examination in Structure Robert Lado and Charles Fries

Grade Range:	7-Adult
Can Be Administered to:	Groups
Time for Administration:	60 minutes
Language:	
Source:	English Language Institute 2001 N. University Bldg. University of Michigan Ann Arbor, MI 48109

This is a 150 item test on a large number of grammatical points, not identified with any specific test, but limited to the basic structures of English. Approximately 65 per cent of it is multiple-choice; the remaining 35 per cent consists of completion items for testing question words, negation, sentence order, etc.

No manual or norms exist for this test. It can be very useful to the teacher as a source of diagnostic information on the problem areas in grammar.

4. English as a Second Language Placement Test (EPT)

Grade Range:	7-Adult
Can be Administered to:	Groups
Time for Administration:	30 minutes
Language:	English
Source:	Donna Ilyin ALEMANY Adult School 750 Eddy Street San Francisco, CA 94109

This multiple choice grammar test consists of two levels: Level I - 100, 200, 3000 and Level II - 400, 500, 600 for advanced students. Each level has 50 multiple choice items. The student is asked to choose the correct response of the three answers written and mark it on an answer sheet.

The tests place students in one of three levels.

A. ENGLISH AS A SECOND LANGUAGE PROFICIENCY TESTS

READING

1. Inter-American Series - Test of Reading and Prueba de Lectura

Grade Range:	Level 3, ages 9-11,

	grades 4-6 Level 4, ages 12-14, grades 7-9 Level 5, ages 15-18, grades 10-12
Can be Administered to:	Groups
Time for Administration:	52 minutes for Level 5
Languages:	Spanish and English
Source:	Guidance Testing Associates St. Mary's University One Camino Santa Maria San Antonio, TX 78284

This is a series of tests in reading which has parallel forms in Spanish and English. The series has pre- and post-test forms so that you measure the same skills but through different items each time. The author of the test believes that the test measures not only achievement in reading itself, but estimates the ability to do school work in other areas.

The test of reading, both in Spanish and English, includes tests in five levels of difficulty.

2. Cloze Testing Wilson L. Taylor

Grade Range:	Varied
Can be Administered to:	
Time for Administration:	Variable
Language:	English
Source:	Various

Cloze testing is an easy, efficient method of testing readability of a passage. Although not originally designed to test reading ability, it may be one useful mechanism for testing this skill of limited English proficient students. It basically consists of the following:*

1) Select about 250 words from the materials to be evaluated.
2) Delete mechanically every fifth word, beginning at the fifth word and skipping proper nouns and numbers should more than three occur.
3) Delete fifty words.
4) Replace the deleted words with numbered blanks.
5) Score the passage by accepting only the words from the original test. (Verbatim scoring).
6) Evaluate scores.

An explanation of Cloze testing, sample 1 items, and the scoring procedures should be given to students before actual testing. Readability scores are as follows about 53% Independent, 44-53% Instructional, Below 44% Frustration.

The scores, however, might be used as placement indicators as well.

*Putting Cloze Into the Classroom, English Record, Spring, 1975. John F. Haskell

B. APTITUDE TEST

1. Differential Aptitude Tests (DAT) F.K. Bennet, H.G. Seashore and A.G. Wesman

Grade Range:	8-12, Adults
Can be Administered to:	Groups
Time for Administration:	6-30 minutes
Languages:	English and Spanish
Source:	CHESS and Associates 2759 Steeple Chase Lane Diamond Bar, CA (714) 598-5761

An integrated battery of aptitude tests designed for educational and vocational guidance in grades 8-12, the Differential Aptitude Tests measure the abilities of students in 8 areas: Verbal Reasoning (30 minutes); Numerical Ability (30 minutes); Abstract Reasoning (25 minutes); Space Relations (25 minutes); Mechanical Reasoning (30 minutes); Clerical Speed and Accuracy (6 minutes); Language Usage-Spelling (10 minutes); and Language Usage-GrAMMAR (25 minutes). Standardized in 1963, the entire battery of tests can be administered in slightly over three hours, and scored fairly rapidly. The fourth edition of the interpretive manual provides norms for the English version, and information on validity and reliability. The authorized Spanish translation and adaptation of this measure is called "Tests de Aptitude Diferencial".

2. Modern Language Aptitude Test (MLAT and Elementary Modern Language Aptitude Test (EMLAT). J.B. Carroll and S.M. Sapon. 1959 and 1967.

Grade Range:	3-6, 9-Adult
Can be Administered to:	Groups
Time for Administration:	About 60-70 minutes
Languages:	English
Source:	The Psychological Corp. 304 East 45th Street New York, NY 10017

Designed chiefly to indicate an English-speaking individual's probable degree of success in learning a foreign language, the Modern Language Aptitude Test can be used with groups from grade 9 on. The MLAT consists of five subtests: Number Learning; Phonetic Script; Spelling Clues; Words in Sentences; and Paired Associates. Administration of the MLAT requires slightly more than an hour and a tape recorder to present the test directions. An out-growth of the MLAT, the Elementary Modern Language Aptitude

Test (EMLAT) predicts how easily and rapidly children in grades 3-6 will learn a foreign language. The EMLAT consists of four sub-tests: Hidden Words; Matching Words; Finding Rhymes; and Number Learning. A tape recording must be used to administer the EMLAT, which takes slightly more than one hour (in two or more sessions). Each test is available with a Manual, which provides norms, classified by sex and grade, as well as information on validity and reliability.

3. Clerical Aptitudes SRA. CHESS and Associates, Diamond Bar, CA 91755 (714) 598-5761

C. OCCUPATIONAL INTEREST SURVEY

1. Kuder DD Occupational Interest Survey

Can Be Administered to:	Individuals and groups
Languages:	Spanish, Vietnamese and English
Source:	CHESS and Associates 2759 Steeple Chase Lane Diamond Bar, CA 91765 (714) 598-5761

2. Geist Picture Interest Inventory for Men

Grade Range:	8-Adult
Can Be Administered to:	Groups
Time for Administration	About 25 minutes
Languages:	English and Spanish
Source:	Psychological Services 12031 Wilshire Blvd., Los Angeles, CA. 90025

Standardized on Spanish-speaking and bilingual subjects, the Spanish Edition of the Geist Picture Interest Survey for Men identifies the vocational and avocational interests of Spanish-speaking and bilingual men and boys. The Geist Inventory consists of 44 sets of three drawings to measure interests in 11 general areas; the subject circles which of the three drawing illustrates the occupation or avocation he prefers. A Motiviation Questionnaire can be administered separately to explore motivations behind occupational choices. The Manual is available both in English and Spanish.

3. JOB-O

Grade Range:	9-12
Can be Administered to:	Groups or Individuals
Time for Administration:	Varies
Languages:	Spanish and English
Source:	CFKR Career Materials, Inc. P.O. Box 4 Belmont, CA 94402 (415) 593-0616

4. COPS (CALIFORNIA OCCUPATIONAL REFERENCE SYSTEM)

Source: Edits
P.O. Box 7234
San Diego, CA. 92107

D. TEST OF GENERAL ABILITY/INTELLIGENCE

1. Inter-American Series - Test of General Ability

Grade Range: Preschool, Ages 4 and 5
Level 1, ages 6 for end of kindergarten and beginning of grade 1
Level 2, age 7-8, grades 2-3
Level 3, age 9-11, grades 4-6
Level 4, age 12-14, grades 7-9
Level 5, age 15-18, grades 10-12

Can be Administered to: Groups
Time for Administration: 25 minutes (preschool) to 52 minutes Level 3-5
Languages: English and Spanish
Source: Guidance Testing Associates
St. Mary's University
One Camino Santa Maria
San Antonio, TX 78284
(512) 436-3304

These tests are designed to estimate the ability to do academic work in general. This series of test includes six levels of difficult which are published in Spanish and English in parallel forms (they measure the same skills) and in pre- and post-test form.

2. Tests of General Ability (TOGA). J.C. Flanagan

Grade Range: K-12
Can be Administered to: Groups
Time for Administration: About 45 minutes
Languages: English and Spanish
Source: Science Research Associates (SRA)
259 E. Erie Street
Chicago, IL 60611

Designed for use in grades K-12, the Tests of General Ability (TOGA) provide a nonverbal measure of general intelligence and basic learning ability. The scores are said to reflect ability independent of school-acquired skills, and therefore the TOGA are particularly useful for students from culturally different

backgrounds. A Technical Report, grades K-12 is available for interpretation of the results. An Examiner's Manual translated into Spanish is also available for each grade level.

3. Short Test of Educational Ability (STEA)

Grade Range:	K-12
Can be Administered to:	Groups
Time for Administration:	About 30 minutes
Languages:	English and Spanish
Source:	Science Research Associates (SRA) 259 E. Erie Street Chicago, IL 60611

Designed to estimate educational ability in a short, easily administered format, the Short Test of Educational Ability has parallel editions in English and Spanish. Levels 1 and 2, for grade K-3 are primarily pictorial and are administered orally. Levels 3, and 4, and 5, for grades 4-12, are ready by the students. The subtests include: What Would If; How Would You: Spatial Relations; Verbal Meaning; Number Series; Arithmetic Reasoning; Letter Series; and Symbol Manipulation. In the Spanish edition, the test directions are items read orally by the teacher are annotated with Southwestern, Cuban, and Puerto Rican versions. Normative data for the English edition is presented in an Interpretive Manual, which contains recommendations for the use of the Spanish version. In order to determine whether the Spanish edition was equivalent to the English, both versions were administered to bilingual children in the Southwest. In grades K-3, the performances of the children were very similar. As a result, the Manual explains, along with cautionary notes, that the Level 1 and 2 norms developed for the English edition may well be applied to the Spanish edition. Levels 3, 4 and 5, however, should be used only with students who have had at least two years of formal education in Spanish or who have otherwise demonstrated an ability to read Spanish with some facility.

4. Wechsler Intelligence Scale for Children (WISC). Spanish version, Escala de Inteligencia Wechsler 1970

Grade Range:	K-10
Can be Administered for:	Individuals
Time for Administration:	About 45 minutes
Administration Requirements:	Should be administered under supervision of school psychologist
Languages:	English and Spanish
Source:	The Psychological Corp. 304 East 45th Street New York, NY 10017

Standardized for children ages 5-15, the Wechsler Intelligence Scales for Children (WICS) should be individually-administered by a specially trained examiner. D. Wechsler states in the Manual: "The theory underlying the WISC is that intelligence cannot be

separated from the rest of the personality, and a deliberate attempt has been made to take into account the other factors which contribute to the total effective intelligence of the individual." The Spanish Edition was developed in Puerto Rico a an authorized Spanish-American translation and adaptation of the WISC. The 12 subtests, divided into two subgroups - the Verbal Scales (Information, Comprehension, Arithmetic, Similarities, Vocabulary, and Digit Span) and the Performance Scales (Picture Completion, Picture Arrangement, Block Design, Object Assembly, Coding, and Mazes), yield an I.Q. based on scaled scores for each age level. The Spanish Manual includes the questions used in the verbal subtests and the directions for administering both the Verbal and the Performance Scales, as well as data on norms, standardization, and reliability.

5. Barranquilla Rapid Survey Intelligence Test (BARSIT).
F. del Olmo. 1956-58

Grade Range:	3-Adults
Can be Administered to:	Groups
Time for Administration:	About 10 minutes
Administration Requirements:	Should be administered under supervision of school psychologist
Languages:	
Source:	The Psychological Corp. 304 E. 45th Street New York, NY 10017

The "Test Rapido Barranquilla" is an easily-administered instrument designed to measure mental ability, containing both verbal and numerical problems, for use with students in grades 3-7 and adults with primary level education who speak Spanish. The Manual provides norms from Venezuela, classified according to grade or (for adults) number of years of education.

6. Culture Fair Intelligence Test R.B. Cattell and A.K.S. Cattell

Grade Range:	Pre K-12, Adults
Can be Administered to:	Individuals or groups
Time for Administration:	From 20 to 60 minutes
Languages:	English, Spanish and German
Source:	Institute for Personality and Ability Testing 1602 Coronado Drive Champaign, IL 16820 and Bobbs-Merrill Co., Inc. 4300 W. 62nd Street Indianapolis, IN

Said to be relatively independent of school achievement, social advantages, and various other environmental influences, the Cultural Fair Intelligence Test is a nonverbal measure of general ability. It is available in English, Spanish, and German versions, and comes in two editions with scales for use with students in

grades Pre K-12. Edition one, the IPAT Culture Fair Intelligence (1933-63) has three scales, while edition two, the Cattell Culture Fair Intelligence Test (1960-61) has only two. Scale 1 (for ages 4-8) of the IPAT has 8 subtests, including symbol copying, classification of pictures, mazes, identification of similar drawings, selecting familiar objects when named, following directions. Identifying what is wrong with pictures or familiar objects, and riddles. Scales 2 and 3 of both IPAT and the Cattell have 4 subtests: series; classifications; matrices; and conditions.

E. SELF-CONCEPT

1. Self-Esteem Inventory S. Coopersmith 1967

Source:	Foundation for Individualized Evaluation and Research, Inc. (FIER) 248½ E. Lincoln Hwy. DeKalb, IL 60115 (815) 756-3493

F ACHIEVEMENT TESTS

1. California Achievement Tests (CAT). Levels II and III, Form A.E. Tiegs & W. Clark 1970.

Grade Range:	1-12: Level I, grades 1.5 - 2.9 Level II, grades 2 - 4.9 Level III, grades 4 - 6.9 Level IV, grades 6 - 9.9 Level V, grades 9 - 12.9 (reviewed for grades 2 - 6)
Can be Administered to:	Groups
Time for Administration:	Level II, 123 minutes; Level III, 152 minutes timed.
Languages:	English
Source:	CTB/Mc-Graw Hill Del Monte Research Park Monterey, CA 93940
Score Interpretation:	This instrument yields percentile rank, grade equivalent, achievement development and stanine scores. "Debiased" norms and scoring key are also available.

This achievement test has 5 overlapping levels with alternate forms, A and B. The batteries at each level measure vocabulary and reading comprehension; mathematics computation, concepts, and problems; and language mechanics, usage structure and spelling. There are 318 items in Level II and 343 items in Level III. Students respond by marking separate answer sheets. Answers are hand or machine scored.

Technical Information

The U.S. Office of Education conducted a restandardization of the reading and mathematics subtests of Levels II and III, Form A, of this instrument with 9000 students, 21% of whom were Hispanic. A panel of 11 judges, including 1 Asian-American, 1 American Indian, and 4 Hispanic educators, located potentially biased items. ERIC Document #101-017 provides a review of the statistical and item content analyses conducted. It also contains an annotated list of potentially biased items, a table converting raw scores to percentile ranks and a table converting school means to percentile ranks. Both tables are ties to the raw scores on the original CAT and on the debiased instrument. Reviewers felt that the administrator's manual was well written and easy to use.

Cultural and Linguistic Information - Hispanic

The reviewers found the directions, item content, vocabulary, illustrations, and procedures to be culturally and linguistically appropriate for Cuban, Mexican-American and Puerto Rican students in grades 2-6. Reviewers recommended that care should be taken to use the CAT only with students who are proficient in English and who have been acculturated to life in the United States. One viewer commented that children from lower socioeconomic backgrounds may have difficulty relating to the item content in the reading sections, which show no special relevance to Hispanic culture. Reviewers noted that although the general format was acceptable, the spacing was poor in the mathematics section.

Rating Scale: Acceptable Technical Information
Unacceptable Cultural Information

Reviews: 1) Donald Ross Green
Racial and Ethnic Bias in Test Construction
ERIC Documents: #129928
056090

Found in his study that:

The CAT (1970) tests were more biased against minority groups than against middle class white children due to test item selection procedures used in designing the test. He suggests when using the tests that:

- biased items be identified and deselected
- compensation for bias occur by use of alternate weighting and scoring schemes.
- scores be interpreted according to group membership of examinees.
- the existence of bias and its effects on scores be documented.

2) System Development Corp., Santa Monica, CA
ERIC Document: #101-017
Achievement Test Restandarization
ESAA Evaluation, Nov. 1, 1974

Found that items in CAT test were biased against children whose experiences differed widely from those in the test item selection group.

Felt test should be restandardized by leaving out biased items, converting raw scores to percentiles based on restandardized tables, and converting school mean to a percentile based on restandardized information.

2. Comprehensive Test of Basic Skills (CTBS - Levels A-C, 1 and 2, Form S) (Reading, Language and Mathematics Sections).

Grade Range:	K-12, Level A, K-1.3 Level B, K-6 - 1.9 Level C, 1-6 - 2.9 Level 1, 2-5 - 4.9 Level 2, 4.5 - 6.9 Level 3, 6.5 - 8.9 Level 4, 8.5 - 12.9 (reviewed for K-6) Level 4 not available in Spanish
Can be Administered to:	Groups
Time for Administration:	Levels A and B, 3 hours; Level C, 3.75 hours; Levels 1 and 2, 4 hours timed
Languages:	Spanish and English (excluding Level 4 in Spanish)
Source:	Mc-Graw-Hill Del-Monte Research Park Monterey, CA 93940
Score Interpretation:	This instrument yields percentiles, stainines, grade equivalents, and expanded scores.
Target Ethnic Group:	General (reviewed for Cuban, Mexican-American, and Puerto Rican; Chinese, Navajo, and Tagalog entries)
Purpose:	To assess a student's basic skills in reading, language and mathematics.

This achievement instrument consists of overlapping levels designed to assess pre-reading and reading comprehension skills, language mechanics, spelling and mathematic computation, concepts, and applications. There are 168 items on LEvel A, 174 items on Level B, 266 items on Level C, 337 items on Level 1, and 336 items on Level 2. Items are read aloud by the administrator or silently by students. For Levels A-C and 1 students respond by marking in machine or hand-scorable booklets. Separate answer sheets are available for Levels 1-4.

Technical Information

The publishers subjected the CTBS Form S to statistical debiasing procedures and to debiasing by a panel of experts. They also standardized this instrument with a national sample which included approximately 7.9% Spanish-speaking students. In Technical Bulletin No.2 the publisher stated that some items may be unsuitable for measuring the achievement of Spanish-speaking students, although the majority of items are acceptable for this group. The U.S. Office of Education sponsored further bias studies on the reading, language, and mathematics sections of this test. For these studies, a panel including Asian, Mexican-American, and American Indian educators evaluated items which appeared to be statistically biased against certain ethnic groups and concluded that the majority of these items were not biased*. Guide reviewers found the administrator's manuals clearly written and east to use.

Cultural and Linguistic Information - Hispanic

Reviewers found the directions, vocabulary, illustrations, and procedures appropriate only for English-dominant Cuban, Mexican-American and Puerto Rican students in grades K-6. They commented that the spacing on the spelling, language mechanics, and mathematics computation and concepts subtests was poor and noted that the items did not reflect Hispanic culture. Reviewers felt that the timed test would put unusual pressures on students for whom English was a second language. The publishers agree that, for some groups, departures from the time limits may well produce more meaningful scores.

Rating Scale: Acceptable Technical Information
Unacceptable Cultural Information

Additional Reviews:

The CTBS Test gives:

National public school norms, percentiles and stanines.
Large city school district norms, percentiles and stanines.
Catholic school norms, percentiles and stanines.

The CTBS manual encourages use of scores in planning and evaluating instruction as well as identifying individual differences in achievement.

Procedures for constructing local norms are described and local normative data are provided to schools using the publishers scoring services.

*Hoepfner, R. and Christen, F. Measures of Academic Growth, Santa Monica, CA: System Development Corporation and RMC Research Corporation, 1979.

1) Robert A. Cervantes
ERIC Docuemnt: #ED093951
"Problems and Alternatives in Testing Mexican-American Students"

Found that:
1. Language subtests in particular appear extremely inappropriate to Mexican- American students.
2. Some instructions are confusing and misleading.
3. A number of items appear to be biased against students who differ by socioeconomic status and culture from norming population. Those items should be eliminated or adequate substitutes found.

He feels use of test is maximized by:
1) Developing local norms in terms of ethnic validity.
2) Assessing changes in year to year scores rather than comparing with national norms.
3) Analyzing test items for colloquial language and experiential relevance. Eliminate these items or substitute more appropriate ones.

See also: Theodore V. Higgs. "Sociocultural Bias in One Form of the CTBS: A Consafic Interpretation of a Chicanatropic Assessment Instrument". Development Associates, San Antonio, TX 1974.

3. Bilingual Science Tests: Dr. C. Aanuinetti

Grade Range:	5-8
Can be Administered to:	Groups
Time for Administration:	40 minutes
Languages:	English and Spanish
Source:	Curriculum Bureau Board of Education 131 Livingston St. Room 610 Brooklyn, NY 11201

The Bilingual Science Tests are designed to measure achievement in science. They are available in English and Spanish. The 5th and 6th grade test, a measure of general science knowledge, is a research product of the New York City Study of Closed Circuit Television Cooperative Research Project of the Fund for the Advancement of Education and the N.Y.C. Board of Education. The 7th grade test assesses knowledge of chemistry while the 8th grade test measures more advanced knowledge of general science; both were produced by Science-Spanish Research Project of N.Y.C.'s Bureau of Educational Research. The test items are all multiple-choice. Also available is a report entitled "Science Instruction in Spanish for Pupils of Spanish-Speaking Background", which contains both the tests and test results for experimental and control group students .

4. New York State Mathematics Test: Spanish Language Editions:

Grade Range:	3, 6, and 9
Can be Administered to:	Groups
Time for Administration:	50 -60 minutes
Languages:	Spanish and English
Source:	New York State Educ. Dept. The University of the State of New York Albany, NY 12224

The New York State Mathematics Tests, in Spanish and English editions, are designed to measure achievement in mathematics, as well as the general effectiveness of a school's math program. These instruments can also be used by teachers to aid in planning classroom instruction and in evaluating the progress of individual pupils. Three areas of mathematics are assessed: concepts, computation, and problem solving. In the third grade version, answers are recorded directly in the test booklet. The 6th and 9th versions have separate answer sheets. Norms are provided in the Manual.

5. Pruebas de Puerto Rico - Adaptation of General Testing Service's Test of General Ability

Grade Range:	K-12
Can be Administered To:	Groups
Time for Administration:	50-111 Minutes
Languages:	English and Spanish
	General Ability, Readiness, Language and Academic Achievement and Personality
Source:	Office de Evaluacio Depto. de Instruccion Publica, Hato Rey, Estado Libre Asociado de Puerto Rico

The following tests in Spanish and English measure of General Ability Readiness, Language and Academic Achievement and Personality. They are all available from the Evaluation Office with norms for populations in Puerto Rico.

Prueba Colective Puertottiquena de Capacidad Mental (1958), Forms A and B nonverbal intelligence test, "La Prueba Colectiva Puertorriquena de Capacidad Mental" can be administered in about 60 minutes to children in grade 1 - 12, It consists of 3 parts: Verbal (20 items); Visual (20 items) and Quantitative (18 items). The children mark their answers directly in the booklets.

Test Puertottiqueno de Habilidad General (1962), Forms A and B: This instrument is designed to measure general ability in items); Antonyms (25 items); Analogies (25 items); Numerical Ability (15 items); and Spatial Relationships (21 items). Admistration takes about 70 minutes, and the test booklets are reusable, since pupil responses are recorded on separate answer sheets.

Reading Comprehension Test (1961-62), Intermediate Level: This exam consists of 72 items designed to test reading comprehension in grades 7-9. The test instructions are in Spanish, administration takes about 80 minutes and the students record their answers on a separate sheet.

English Language Test (1962) Intermediate Level: This measure for grades 7-9 consists of four subtests: Auditory Discrimination (35 items); Structure (70 items); Vocabulary (45 items); and Writing of Words (20 items). It takes about 77 minutes, instructions are in Spanish, and a separate answer sheet is used.

Prueba de Lectura en Ingles (1968), Forms A and B: This test is designed to test reading ability on four levels of

difficulty in grades 3-12. The test consists of two parts, Vocabulary and Reading Comprehension, and takes about 60 minutes. Norms are classified by grade, district, and sex, for all or part of the test. Information on validity and reliability is also included.

Pruebas de Lectura en Espanol (1968), Forms A and B; These Tests are designed to measure reading ability in Spanish. There are four levels which cover grades 1-12, each consisting of two parts: Vocabulary and Comprehension. Administration takes about 60 minutes.

Prueba de Aprovechamiento en Matematicas (1960), Intermediate Level: This instrument is designed to measure mathematical achievement in grades 7-12. There are three subtests: General Knowledge (29 items); Basic Skills (41 items) and Reasoning (20 items). It can be given in about 87 minutes, and uses separate answer sheets.

Prueba de Algebra Elemental (1964), Advanced Level: This instrument consists of 65 items designed to measure a student's knowledge of elemental algebra. It takes about 70 minutes and is applicable to grades 10-12. A separate answer sheet is used.

Prueba de Aprovechemiento en Ciencias (1962), Intermediate Level: This test takes about 105 minutes and consists of 150 items designed to measure achievement in science. It can be used in grades 7 - 9. A separate answer sheet is used.

Prueba de Biologia Moderna (1968), Advanced Level: This test consists of 50 items designed to measure the student's knowledge of biology. It is applicable to grades 10-12, and can be administered in about 50 minutes.

Questionario Sobre Personalidad, Division de Investigaciones Pedagogicas y Estadisticas (1960): This test is constructed for grades 7-12 to measure personality adjustment in 4 areas: Social; Emotional; Personal; and Home Life. It can be administered in about 50 minutes, and consists of 160 questions, which can be answered "yes" or "no" or "not sure". The students can be classified into two groups: with problems or without problems.

Inventario de Intereses Vocacionales, Division de Investigaciones Pedagogicas y Estadisticas (1954): This test is designed to determine the vocational interests of students in grades 9-12. It describes activities in 8 areas: Fine Arts; Language; Helping People; Numbers; Mechanics; Science; Controlling People; and Clerical (Church). There are 240 questions to which the students can answer "yes" or "no" on a separate answer sheet. The Inventory is untimed.

6. MLA - Cooperative Foreign Language Tests: Spanish: Modern Language Association of America

Grade Range:	High School-College
Can be Administered to:	Groups
Time for Administration:	About 2 hours
Languages:	French, German, Italian, Russian and Spanish
Source:	Educational Testing Service Box 999 Princeton, NJ 08540

Developed specifically to appraise language learning by the audiolingual approach, the MLA-Cooperative Foreign Language Tests measure language skills functionally. Except for the directions, which are in English, the Spanish version is completely in Spanish. The four basic skills, Listening, Speaking, Reading, and Writing are separately tested at two levels of difficulty. A norms booklet provides norms for all test in this series. Separate answer sheets can be used for Listening and Reading only. Also available are versions in French, German, Italian and Russian.

G. ATTITUDINAL SURVEY

1. Survey of Study Habits and Attitudes (SSHA): W.F. Brown and W.H. Holtzmann

Grade Range:	High School and College
Can be Administered to:	Groups
Time for Administration:	About 25 minutes
Administration Requirements:	Should be administered under supervision of school psychologist
Languages:	English and Spanish
Source:	The Psychologist Corp. 304 E. 45th Street New York, NY 10017

The Survey of Study Habits and Attitudes (SSHA) is designed to identify students whose habits and attitudes may prevent them from taking advantage of their educational opportunities. The Survey yields a profile in 7 areas: Delay Avoidance; Work Methods; Study Habits; Teacher Approval; Education Acceptance; Study Attitudes and Study Orientation. These scores can be used by counselors to help students get more out of their school work. The Spanish version of the SSHA, "Encuesta de Habitos Y Actitudes Hacia el Estudio", is an authorized Spanish-American edition. It was prepared in Mexico with care to assure its suitability for use in other Hispano-American countries. Norms are available for high school and first-year college students in Mexico.

H. PERSONALITY TESTS

1. Junior Eysenck Personality Inventory (JEPI), H.J. Eysenck and B.G. Eysenck 1969

Grade Range:	4-8
Can be Administered to:	Groups
Time for Administration:	10-15 minutes
Administration Requirements:	Should be administered under supervision of school psychologist
Languages:	English and Spanish
Source:	Educational & Industrial Testing Services P.O. Box 7234 San Diego, CA 92107

The Junior Eysenck Personality Inventory (JEPI), available in parallel Spanish and English editions, is designed to measure two dimensions of personality: extraversion-introversion and neuroticism-stability (sic). The JEPI consists of 57 probing items to which the subject answers "yes" or "no". Responses are marked directly on the inventory and are scored by means of overlay stencils. The JEPI is used for educational guidance, where JEPI personality dimensions have been found to be related to aspects of academic achievement. Norms are available for Anglo, Negro, and Mexican-American groups.

APPENDIX D

SAMPLE LETTER REQUESTING TRANSCRIPT
OF STUDENT'S RECORDS

___de_____de 19__

Superintendente de Escuelas Publicas
Departamento de Instruccion Publica
_____, Puerto Rico (Zip #)
(City/Town)

Estimado Superintendente de Escuelas:

La siguiente es para informarle que el estudiante (name of student - both last names)* de (age) anos de edad (place and date of birth), ha sido matriculado en nuestro distrito escolar. Es de nuestro conocimiento que el estudiante mencionado ha sido matriculado en su distrito escolar en las escuela (name of the school), grado (grade) durante el ano escolar school year).

Favor de enviarnos una copia del expediente escolar del alumno mencionado que contenga record academico, salud, social y sicologico.

Autorizacion del Padre/Encargado (parent's/guardian's authorization).

Cordialmente,

(Signature)
(Title)

*It is imperative to inclue father's and mother's last names.

Juan	Luis	Perez	Gonzales
(first name)	(middle name)	(father's name)	(mother's name)

APPENDIX E

COUNTY CAREER EDUCATION COORDINATORS

COUNTY	NAME	BUSINESS ADDRESS	TELEPHONE
Atlantic	John W. Knorr	1200 Harding Hwy. Mays Landing 08330	609-625-7000 Ext. 406
Bergen	Morton Ruden	Roselle School Passaic Ave. Lodi 07644	201-777-3005
Burlington	John P. Cornew Jr.	County Office Bldg. 3 Union Street Mt. Holly 08060	609-267-3300 Ext. 5060
Camden	John W. Knorr	County Admin. Bldg. 6th & Market Sts. Camden 08101	609-757-8993 Ext. 346
Cape May	Robert A. Kopf (Acting)	Central Mail Room Crest Haven Road Cape May Court House 08210	609-465-4889 Ext. 414
Cumberland	Glenn E. Earl	19 Landis Avenue Bridgeton 08302	609-451-8000 Ext. 414
Essex	Dr. Susan T. Wood	86 Washington Street East Orange 07017	201-673-5312
Gloucester	Glenn E. Earl	Tanyard & Salina Rds. Sewell 08080	609-468-6500
Hudson	Stanley Rothman	County Admin. Bldg. 595 Newark Avenue Jersey City 07306	201-434-0880
Hunterdon	Dr. Kenneth B. Charlesworth	County Library & Admin. Building Rt. 12, PO Box 87 Flemington 08822	201-788-1414
Mercer	Dr. Kenneth B. Charlesworth	120 E. Front Street Box 8068 Trenton 08608	609-989-6683
Middlesex	Dr. John P. Coogan	96 Bayard Street New Brunswick 08901	201-745-3490
Monmouth	Sharon Portman	Campbell Ct. & Rt. 9 Freehold 07728	201-431-7823

Morris	Elaine Douma	County Inst. Bldg. West Hanover Ave. Morris Plains 07950	201-185-6151
Ocean	Robert A. Kopf (Acting)	212 Washington Street Toms River 08753	201-929-2079
Passaic	Ronald B. Brown	111 Clark Street Paterson 07505	201-881-7123
Salem	John P. Cornew, Jr.	Woodstown-Salem Rd. P.O. Box 98 Woodstown 08098	609-769-2700
Somerset	Joseph S. Ryczkowski	County Amin. Bldg. No. Bridge & High Sts. Somerville 08876	201-725-4700 Ext. 310
Sussex	Rudoph J. Wagner	County Services Bldg. 18 Church Street Newton 07860	201-383-2521
Union	Stanley Rothman	300 North Ave., E. Westfield 07090	201-233-9310
Warren	Rudoph J. Wagner	County Court House 413 Second Street Belvidere 07823	201-475-5361

Gregory A. Buontempo, Director — 609-292-9865
Bureau of County Career Education Coordinators
Division of Vocational Education and Career Preparation

APPENDIX F

BILINGUAL REFERENCE MATERIALS

These materials, except where noted, are available at the Mercer County Area Vocational School - Assunpink Center, 1085 Old Trenton Road (County Road 535), Trenton, NJ 08690 (201)-586-5144/2129). All ERIC microfiche and items that have asterisks (*) are available at ERIC/Central's N.J. Occupational/Consumer Resource Center, Bldg. 871 Plainfield Avenue, Edison, N.J. 08817 (201-985-7769)

1. PAMPHLETS

* Assessing Affective Outcome in Career Education
by: Dr. William C. Bingham, Professor of Educational Psychology, Rutgers University

* Career Exploration for All Students in Grades 6-9
The Introduction to Vocations Program
Bureau of Occupational Programs Fact Sheet
New Jersey Department of Education
Division of Vocational Education and Career Preparation

* Career Preparation for Students with Limited English Speaking Ability Grades K-9
by: Jacqueline Stefkovich - 225 W. State St., Trenton, NJ 08625

* Career Related Multi-Media Resources
State Department of Education, Division of Vocational Education

* Grades 7, 8, and 9 Career Education Assessment Instruments
by: Dr. William C. Bingham, Rutgers University and Ms. Ginger Mark, South Brunswick High School

* Helping Educationally Disadvantaged Students thru Vocational Education
New Jersey State Department of Education

Mercer County Career Education Resource Directory
A Joint Business Education Project
c/o Division of Business, Trenton State College
Trenton, NJ 08625

The Job Outlook in Brief, based on the Occupational Outlook Handbook 1978-79
by: John P. Griffin

II. DOCUMENTS

Bilingue en los Estados Unidos
Bilingual in the United States - Vol I & II

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

III. SLIDES

A presentation of Mercer County Area Vocational Schools
by: Rosa Magdalena Gelaszus, Bilingual Consultant

IV. TRANSPARENCIES

Foreign Languages and Careers: A Transparency Presentation
by: State of New Jersey Department of Education
Divison of Vocational Education
Bureau of Occupational Research Development
Vocational Curriculum Laboratory
Rutgers - The State University - Bldg. 4103
Kilmer Campus, New Brunswick, NJ 08903

V. ERIC MICROFICHE

1.	ED 062-859	It Takes All Kinds of People
2.	ED 068-693	Pre-Vocational Education Exemplary Program Final Report
3.	ED 069-948	Adult Basic Education: An Evaluation of Materials. Vol. 1 contains Resource Materials on English as a Second Language
4.	ED 072-799	Suppliers of Spanish-Language Materials and Films for Spanish Speaking.
5.	ED 073-722	A Foreign Language Educator Looks at Career Education.
6.	ED 074-824	A Project to Develop Pre- Vocational Literacy Materials for Spanish-Speaking Students. Final Report.
7.	ED 081-252	Foreign Language: Key to Career Development.
8.	ED 084-919	Bilingual Audiovisual Materials.
9.	ED 087-212	Materiales en Marcha para el Esfuerzo Bilingue-Bilcultural.
10.	ED 088-995	Spanish I for 10th Grade: Curriculum Guide.
11.	ED 090-785	CARTEL: Monthly Annotated Bibliography of Bilingual Bicultural Materials. No.1.

12. ED 090-792 CARTEL: Annotated Bibliography of Bilingual Bicultural Materials.

13. ED 093-156 Classroom Practice in ESL and Bilingual Eduction. Vol. 1.

14. ED 096-039 Position Papers on Bilingual Bicultural Educational Manpower Development.

15. ED 097-162 San Luis Valley Board of Cooperative Services Bilingual-Bicultural Program Curriculum: K-3rd Grade.

16. ED 100-158 Career Education - Foreign Languages.

17. ED 100-191 Foreign Languages in Career Training.

18. ED 101-119 English as a Second Language for Job Training and Employment: Special Demonstration Project.

19. ED 104-142 A Curriculum Packet on Careers and Foreign Languages.

20. ED 107-135 The Current Status of U.S. Bilingual Education Legislation.

21. ED 120-176 Bilingual-Bicultural Program for Elementary Teachers.

22. ED 121-095 Bilingual-Bicultural Education and English as a Second Language Education: A Framework for Elementary and Secondary Schools

23. ED 121-117 A Position Paper on Bilingual Education.

24. ED 121-882 Bilingual Education in the United States.

25. ED 123-893 The Identification and Description of Exemplary Bilingual Education Programs.

26. ED 125-782 Significatnt Factors in the Development of Curricula for Bilingual-Multicultural Preschool Children.

27. ED 126-723 Overview of Current Strategies of the Multicultural/Bilingual Divison at the National Institute of Education.

28. ED 126-730 Annotated Bibliography of Bilingual Bicultural Materials Cumulative Issue 1974.

29. ED 127-813 Bilingual Education and the Law: An Overview.

30. ED 127-968 Bilingual Bicultural Materials: A Listing for Library Resource Centers. Revised.

31. ED 128-359 A Description and an Analysis of Tests for the Bilingual Child.

32. ED 129-084 Bilingual Education Models

33. ED 129-750 B.A.B.E.L. Career Lattice Program

34. ED 130-100 The Need for Bilingual-Vocational Education in America.

35. ED 131-050 Bilingual/Bicultural Eduction and Teacher Training. NEA Professional Studies Series.

36. ED 131-681 Assessment of the Status of Bilingual Vocational Training for Adults. Final Report - Phase I. Vol. 1: Assessment Report.

37. ED 131-682 Assessment of the Status of Bilingual Vocational Training for Adults. Final Report - Phase I. Vol. III: Review of Literature.

38. ED 132-312 Development of Career Awareness Materials for Spanish-Speaking Migrant Children . Grades K-6: A Technical Report. An Executive Summary.

39. ED 132-314 Cattle Rancher (Level A)

40. ED 132-315 Auto Mechanic

41. ED 132-316 Telephone Operator

42. ED 132-317 Appliance Repair Person

43. ED 132-318 Shipping & Receiving Clerk

44. ED 132-319 Butcher

45. ED 132-320 Bank Teller

46. ED 132-321 Sales Clerk

47. ED 132-322 Beautician

48.	ED 132-323	School Nurse
49.	ED 132-324	Police Officer
50.	ED 132-325	Fruit Grower
51.	ED 132-326	Cattle Rancher (Level B)
52.	ED 132-327	Auto Mechanic
53.	ED 132-328	Telephone Operator
54.	ED 132-329	Appliance Repair Person
55.	ED 132-330	Shipping & Receiving Clerk
56.	ED 132-331	Butcher
57.	ED 132-332	Bank Teller
58.	ED 132-333	Sales Clerk
59.	ED 132-334	Beautician
60.	ED 132-335	School Nurse
61.	ED 132-336	Police Office
62.	ED 132-337	Fruit Grower
63.	ED 132-338	Cattle Rancher (Level C)
64.	ED 132-339	Auto Mechanic
65.	ED 132-340	Telephone Operator
66.	ED 132-341	Appliance Repair Person
67.	ED 132-342	Shipping & Receiving Clerk
68.	ED 132-343	Butcher
69.	ED 132-344	Bank Teller
70.	ED 132-345	Sales Clerk
71.	ED 132-346	Beautician
72.	ED 132-347	School Nurse
73.	ED 132-348	Police Officer

VI. FILMSTRIPS & CASSETTES

La Gente y Las Varias Ocupaciones
(The People and the Various Occupations)

4 filmstrips, 4 cassettes, 1 teacher's guide
EMC Corporation
180 E. Sixth St.
St. Paul, MN 55101
(Grades 6-8)

Series El Mundo del Trabajo
(World of Work Series)

1. * El Mundo del Trabajo I - Consiguiendo Trabajo
(The World of Work I - Getting a Job)
14 c/s - 24 student record books

2. * El Mundo del Trabajo II - En el Trabajo
(The World of Work II - On the Job)
9 c/s - 24 student books

Educational Design Inc.
47 W. 13th St.
New York, NY 10011
(Grades 9 - Adult)

Oportunidades Actuales de Trabajo
(Job Opportunities Now)
6 c/s

SVE - Society for Visual Education Inc.
1345 Diversey Parkway
Chicago, IL 60614
(Grades 9-Adult)

Introduccion a las Maquinas de Oficinas
(Introduction to Business Machines)
4 s; 2 c/s; 4 teacher guides

SVE - Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, IL 60614
(Grades 9-Adult)

*Encontrando Tu Trabajo (Finding Your Job)
6 filmstrips, 3 cassettes, 6 spirit reading scripts.

Eye Gate
146-01 Archer Avenue
Jamaica, NY 11435
(Grades 9-12)

*El Mundo del Trabajo: Oportunidades Vocacionales
(The World of Work: Vocational Opportunities)
2 filmstrips, 3 cassettes

Eye Gate
146-01 Archer Avenue
Jamaica, NY 11435

Aprendiendo a medir en el Mundo Metrico
(Learning to Measure in the Metric World)
4 filmstrips, 4 Spanish scripts

Eye Gate
146-01 Archer Avenue
Jamaica, NY 11435

Cuando Yo Cresca
(When I Grow Up)
5 filmstrips, 5 cassettes

ACI Films Inc.
35 West 45th Street
New York, NY 10036
(Grades 2-5)

VII. POSTERS AND PHOTOGRAPHS

Carteles de Trabajadores #808 (12 Posters)
(Working People Posters)

Developmental Learning Materials
7440 Natchez Avenue
Niles, IL 60648
(Grades K-12)

Fotografias de Ocupaciones #415 (20 Photos)
(Occupation Photographs)

Developmental Learning Materials
7440 Natchez Avenue
Niles, IL 60648
(Grades K-3)

Serie de Carreras Hoffman - Titulos Individuales
(Hoffman Bilingual Career Tapes - Individual Titles)

1. a) Mecanica de Refrigeracion Y Aire Acondicionado - 132
   b) Air Conditioning and Refrigeration Mechanic - 132

2. a) Arquitecto - 058
   b) Architect - 058

3. a) Reparador de Carrocerias - 087
   b) Auto Body Repairer - 087

4. a) Mecanico - 088
   b) Mechanic - 088

5. a) Albanil - 060
   b) Brick Layer - 060

6. a) Carpintero - 062
   b) Carpenter - 062

7. a) Cajera - 217
   b) Cashier - 217

8. a) Cementista - 043
   b) Cement Mason - 043

9. a) Oficinista Mecanografo - 008
   b) Clerk Typist - 008

10. a) Soldador de Combinaccion - 069
    b) Combination Welder - 069

11. a) Artista Comercial - 029
    b) Commercial Artist - 029

12. a) Cocineros y Jefes de Cocina - 163
    b) Cooks - Chefs - 163

13. a) Assistente Dental - 142
    b) Dental Assistnat - 142

14. a) Mecanico de Motores Diesel - 228
    b) Diesel Mechanic - 228

15. a) Dibujante - 031
    b) Drafter - 031

16. a) Reparador de Efectos Electricos - 169
    b) Electric Appliance Repairer - 169

17. a) Electricista (Construccion) - 064
    b) Electrician (Construction) - 064

18. a) Tecnico Electronico - 041
    b) Electronic Technician - 041

19. a) Enfermero Vocacional Licenciado - 148
    b) Licensed Vocational Nurse - 148

20. a) Ayudante de Enfermero - 152
    b) Nurse's Aide - 152

21. a) Pintor - 190
    b) Painter - 190

22. a) Plomero - 067
    b) Plumber - 067

23. a) Revocador - 066
    b) Plasterer - 066

24. a) Tecnico de Servicio Radio y Televisores - 049
    b) Radio and TV Service Technician - 049

25. a) Recepcionista - 022
    b) Receptionist - 022

26. a) Dependiente de Tiendas - 036
    b) Sales Clerk - 036

27. a) Secretaria - 204
    b) Secretary - 204

28. a) Trabajador de Laminas de Metal - 079
    b) Metal Sheet Worker - 079

29. a) Cosemtologo - 167
    b) Cosmetology - 167

Hoffman Educational Systems
4423 Arden Drive
El Monte, CA 91734

People at Work
(La Gente en el Trabajo)

1. * Nursing - Enfermeria
   1 filmstrip, Eng/Sp cassette, 10 spirit masters, 1 teachers guide.

2. * Running a Business - Administraction de Negocios
   1 filmstrip, Eng/Sp cassette, 10 spirit masters, 1 teachers guide.

3.* Repairing Cars and Trucks - Reparacion de Automoviles y Camiones
1 filmstrip, Eng/Sp cassette, 10 spirit masters, 1 teachers guide.

4.* Repairing Equipment - Reparacion de Equipos
1 filmstrip, Eng/Sp cassette, 10 spirit masters and 1 teachers guide.

5.* Helping People Solve Problems - Ayudando a la Gente a Resolver Problems
1 filmstrip, Eng/Sp cassette, 10 spirit masters, 1 teachers guide.

Pathescope Educational Films
71 Weyman Avenue
New Rochelle, NY 10802

Serie de Carreras Para Bilinques
(Careers for Bilinguals Series)

1. * Negocios y Finanzas
(Business and Finance)
2 filmstrips, 2 cassettes, spirit masters and teachers guide.

2. * Comunicaciones
(Communications)
2 filmstrips, 2 cassettes, spirit masters and teachers guide.

3. Servicios de Venta o Mercadeo
(Marketing)
2 filmstrips, 2 cassettes, spirit masters and teachers guide.

4. * Servicios de Salud
(Health Services)
2 filmstrips, 2 cassettes, spirit masters and teachers guide.

5. * Servicio Publico
(Public Service)
2 filmstrips, 2 cassettes, spirit masters and teachers guide.

6. * Transportacion
(Transportation)
2 filmstrips, 2 cassettes, spirit masters and teachers guide.

Regents Publishing Co.
2 Park Avenue
New York, NY 10016

VIII. Additional ERIC Microfiche

1. ED 110 624 — Idea Book For Career Education: Grades K-1
   Weatherford Independent School District, Texas. 78 p.

2. ED 110 625 — Idea Book for Grades 2-3.

3. ED 110 626 — Idea Book For Grades 4-5.

4. ED 110 910 — Minority Counselors: Are They Really Needed?
   Gilsdorf, Dole L. 1975, 15 p.

5. ED 112 145 — Career Development Education Planning Model: K-12: Including the Fourth R.
   Anchorage Borough School District, Alaska. 59 p.

6. ED 113 371 — The Testing of Cultural Groups. A Paradigmatic Analysis of the Literature on Testing and a Proposition.
   Ratteray, Joan. Rand Corp., Santa Monica, CA, Nov. 74, 65 p.

7. ED 121 499 — Ethnic Group Identity and Occupational Staus Projections of Teenage Boys and Girls: Mexican American, Black, Native American, and Anglo Youth.
   Kuvlesky, W.P., and others N.M. State University, University Pk. ERIC CHLSE. on Rural Education and Small Schools, Texas A & M. April 1976, 64 p.

8. ED 148 184 — A Language Background Questionnaire for the Bilingual Child.
   Redlinger, Wendy E. 1977, 21 p.

9. ED 151 434 — Language, Ethnicity, and the Schools: Policy Alternatives for Bilingual-Bicultural Education
   Epstein, Noel.
   George Washington University
   Washington, DC
   Institute for Education Leadership. 1977, 111 p.

10. ED 179 082 — Procedures for the Identification of Limited English Skills Ability Students and Development of Entrance and Exit Criteria for Bilingual/Bicultural Programs.
    Bortin, Barbara H. 1979. 35 p.

11. ED 180 209 What ESL Students Want: A Report of Their Opinions and Coping Skills in the Classroom. Bodman, Jean W., Lanzano, Susan C. Jersey City State College, New Jersey Adult Education Resource Center, 1978, 46 p.